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ABSTRACT

The Educational Studies Major was established in the School of Education at the University of Wisconsin-Milwaukee in 1974. It is an individualized professional education degree program leading toward a Bachelor of Science degree in education. It is an inter-disciplinary degree option for students who wish to examine and pursue careers in a vast array of educational roles other than that of the certified public school teacher. The major is especially designed to provide a professional education program for individuals currently involved in existing community-based education programs or who intend to participate in the development of alternative educational projects. Each student enrolled in the program is assigned an advisor whose area of specialization closely relates to the student's professional goals. The advisor assists the student in defining his/her major and in selecting courses, opportunities for educational experiences, and resource persons with whom to work. While the programs are individualized, all students must have learning experiences in the fine arts, humanities, natural and social sciences, and 34-credit education major which includes an inter-disciplinary education foundation, a field of specialization in education, and a field placement in a non-school setting to acquaint the student with an education role other than that of the public school teacher. (Author)

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EDUCATIONAL STUDIES

THE UNIVERSITY OF WISCONSIN–MILWAUKEE
School of Education ○ Milwaukee, Wisconsin 53201

1976 AACTE DISTINGUISHED ACHIEVEMENT AWARDS ENTRY

1. SUMMARY

The Educational Studies Major was established in the School of Education, University of Wisconsin-Milwaukee in 1974. It is an individualized professional education degree program leading toward a Bachelor of Science degree in Education. It is an inter-disciplinary degree option for students who wish to examine and pursue careers in a vast array of educational roles other than that of the certificated public school teacher. The Major is especially designed to provide a professional education program for individuals currently involved in existing community-based education programs or who intend to participate in the development of alternative educational projects. The program is suited for students interested in performing educational roles in community agencies, youth and adult organizations, hospitals, labor, business, church, and recreational programs and educational media.

Each student enrolled in the program is assigned an advisor whose area of specialization closely relates to the student's professional goals. The advisor assists the student in defining her or his major and in selecting courses, opportunities for educational experiences, and resource persons with whom to work. While the programs are individualized all students must include learning experiences in the Fine Arts, Humanities, Natural and Social Sciences, and a thirty-four credit education major which includes an inter-disciplinary education foundation, a field of specialization in education, and a field placement in a non-school setting designed to acquaint the student with an educational role other than that of the public school teacher.

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2. COMPREHENSIVE EXPLANATION

Description and Program Developments

Traditionally, Schools of Education have provided professional training for students who intend to become certificated public school teachers. The educational emphases in these programs generally reflected a commitment to prepare students for teaching roles in classroom settings. A brief survey of the history of teacher education in the United States within the last decade reveals two important trends: (1) teacher education has undergone a continuous development towards higher standards of professionalism, and (2) the demand for classroom teachers in many public school curricular areas has diminished. While the former movement within the field of teacher education has been a source of satisfaction, the latter development has become the source of great concern especially as it relates to program development and funding for quality education.

Paradoxically, recent cultural shifts and changing social patterns and their consequential educational implications reveal that professionalism in education needs to be re-interpreted and Schools of Education should reassess their function. Emerging educational patterns, in fact, threaten to undermine the standards of professionalism in education while offering, at the same time, an opportunity for Schools of Education to assume important new pedagogical functions while developing new professional programs. Modern urban societies have witnessed, in recent years, the proliferation of educational roles in non-school settings as well as the emergence of various alternative schooling patterns. It has become increasingly obvious that these educators, often not professionally trained, play a curcial role in the education of citizens in a complex, urban, and multicultural society. The home, community agencies, youth and adult organizations, labor, business, and recreational programs, as well as educational mass media are centers where significant and relevant

educational activities occur. Individuals who assume important functions in the human relations activities within these settings are serving in positions which increasingly require professional education preparation. Consequently a critical need has been created for professional education degree programs which differ significantly from existing teacher training and certification programs but which reflect the competencies and expertise which can best be provided by professional teacher educators.

The faculty of the School of Education, University of Wisconsin-Milwaukee, recognized this need and in the Fall of 1973 established a committee of faculty and students to generate a program for students interested in becoming non-classroom educators. The 1973 Report from the University Presidential Committee on New Market Studies in Metropolitan Milwaukee revealed a range of individuals, groups, and agencies with educational interests and career goals consistent with such a program. With the approval of the University of Wisconsin Board of Regents in 1974 the School of Education established the administrative structure for the new education major and the Educational Studies program is now fully in operation.

The Educational Studies Major is an individualized professional education degree program leading toward a Bachelor of Science degree in Education. It is an inter-disciplinary degree option for students who wish to examine and pursue careers in a vast array of educational roles other than that of a certificated public school teacher. The degree option includes the following educational components:

A. a Core Curriculum, which serves as a foundation as well as an orientation for individual program development, including learning experiences in the Fine Arts, Humanities, Natural and Social Sciences,

B. an inter-disciplinary Educational Module designed to provide students with a broad perspective of the foundations of the educational process,

C. an individualized Field of Specialization designed according to the student's interests and career goals and developed by the student and her/his advisor,

D. a Practicum in a non-school setting designed to acquaint the student with an educational role other than that of the public school teacher,

E. a significant number of Electives which provide the student with the option of designing a supportive minor in a related field,

F. the opportunity to participate in numerous workshops, action-research projects, seminars, and community programs which relate directly to their Educational Studies Major.

The Educational Studies Major does not offer any ready made areas of specialization since student programs emerge based upon their particular educational needs and career aspirations. The following areas of emphasis are offered to illustrate current and developing orientations in the Major:

Alternative Schools
Youth and Adult Community Programs
Environmental Educational Programs
Volunteer Lay Counseling Programs
Labor and Business Education Programs
Religious Education
Educational Media
Self-Development Education
Education for Interpreters for Hearing Impaired People
Correctional Education
Career Education
Parent Education
Education for the Elderly
Leisure Education
Educational Leadership Development
International Education
Multicultural Education

Program Objectives

A. To serve students interested in careers in a range of educational programs found outside the public school (e.g., labor and business educational programs),

B. To extend the School's urban programs to areas where a need for professionals has been identified (e.g., lay counselors in drug prevention programs),

C. To serve parents and other adults interested in an understanding of the processes of education as a field of inquiry,

D. To provide a curriculum model amenable to meeting changing societal needs for educators.

E. To design a link between Schools of Education and community agencies which can utilize the competencies and expertise which teacher educators possess.

Personnel Involved

All faculty members in the School of Education are involved in the new Major. Faculty serve as advisors and are involved in course development projects which arise from student needs. To coordinate this cross-departmnetal program and to assist in the advising function, an Educational Studies staff has been appointed consisting of a Director, two graduate assistants and a secretary. AnEducational Studies Advisory Committee composed of representatives from all School of Education departments as well as student representatives serves to assist the staff in coordinating the program, and serves as a liaison body with departments to encourage needed course development and program evaluation. The addition of a Community Liaison staff member is presently under consideration to encourage closer college and community cooperation.

Budget

The major cost of the program is covered through the reallocation of existing School of Education funds. Additional costs to support the Educational Studies staff and faculty development programs for the academic year total $20,000.

Contribution to Improvement of Teacher Education

By focusing upon the professional preparation of individuals who function as educators in non-school settings, the Educational Studies Major extends the conception of professionalism to learning environments traditionally ignored by teacher education institutions. In addition, the Major has introduced into the School of Education a new student population which views the educational process in ways significantly different from those students who focus upon schooling and traditional forms of institutional programming. This new population combined with the school wide emphasis upon the development of relevant learning experiences for individuals who will serve as

educators in non-classroom settings has generated a spirit of creative innovation which permeates all educational programs. Students in the traditional teacher education programs within the school participate with the students seeking to become the "New Professionals" and this synergistic cooperation has served to enliven the pedagogy within the school.

The Educational Studies Major represents a breakthrough in the way Schools of Education view their mission of preparing professionals for the world of education. This breakthrough may represent as significant a change in teacher education as the transition of normal schools into Schools of Education. It will free the profession from the dangers of narrow specialism and encourage new ways of viewing the professional education of teachers while extending the meaning of teacher education to fit changing social realities.

Evaluation Methods and Results

The School of Education anticipates inviting one or more outside consultants each year to evaluate the program. The first outside evaluator will examine the program on completion of the 1975-1976 academic year. The Educational Studies Advisory Committee composed of faculty and students is directly and continuously involved in initiating and monitoring evaluative procedures.

Approved _____

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School of Education
University of Wisconsin-Milwaukee